

Playdays at Fairfield

Fairfield Infant & Nursery School, Bench Road, BUXTON, Derbyshire, SK17 7PQ

Inspection date

Previous inspection date

30/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children are happy and settle quickly due to the welcoming environment and friendly approach by staff.
- The manager is capable and confident and receives good support from the director who carries out regular monitoring of the provision.
- There is a good rapport with parents as an effective two-way flow of communication ensures that children's individual needs are known and met.
- Children behave well and are aware of behavioural expectations; they thoroughly enjoy coming to their club because they have fun.

It is not yet outstanding because

- Links with the host school have not been fully developed to complement children's learning at school when they are attending the club.
- Self-evaluation does not regularly take into account the views of parents and children to drive improvements for the club.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main room and spoke to children, parents and staff.
- The inspector examined records, policies and procedures and relevant documentation.
- The inspector held meetings with the manager and director of the provision and discussed the running of the out of school club.
- The inspector sampled children's information, observations, assessments and planning.

Inspector

Janice Hughes

Full Report

Information about the setting

Playdays @ Fairfields is one of three out of school clubs owned by the same owner. It registered in 2012 and operates from the bungalow within the grounds of Fairfield Infant and Nursery School, Buxton, Derbyshire. The out of school club is open each weekday from 8am to 9am and 3pm to 6pm during term time. All children share access to an

enclosed outdoor play area. The out of school club is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The club currently takes children from four years of age and also offers care to children aged eight years to 11 years. There are currently 21 children on roll, of whom three are in the early years age range. The setting supports children with special educational needs and/or disabilities. The club employs three members of staff, of whom two staff hold appropriate early years qualifications. The setting receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further links with the host school to ensure that club activities complement children's learning in school to enhance their development and progress
- further develop self-evaluation, to regularly take into account the views of parents and children to drive for future improvements.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff's secure understanding of the learning and development requirements guides them in planning an exciting range of activities. Staff find out all about the children to ensure that they provide a service that meets their individual needs. They gather some 'all about me' information in booklets, which includes details such as family, favourite toys, what the child can do and activities they like participating in, which help staff to establish children's interests. Staff have good communication with the reception class teacher and regularly share what they know about the children. However, they have not extended this information to find out what topics and activities they are covering so as to complement the children's learning at school.

A good mix of child-initiated and planned activities is provided. Children's ideas are valued and included in the planning of activities. Parents state that they are well informed about their children's progress. They like the fact that staff are happy to support their children to do their homework if their child so wishes. The club offers an inclusive and welcoming environment. Children are able to help themselves to a good range of toys and resources, and activities are set up for them on arrival. Although children have not been attending long, they enter the club confidently and eagerly approach the activities and toys that interest them. For example, they play within the role play area, push dolls in buggies around the room and dress them appropriately, doing up the buttons on clothes. These

activities help children develop their physical and social skills. Staff are effectively involved. For example, when staff join in with this role play children ask questions and make statements; they ask staff if they want to dress one of the dolls and the staff do so. Children persevere for a long time, concentrating on what they do and use their imaginations well as they say that the dolls "Are all going to a party as they are all dressed up". Children state that they particularly enjoy painting, sticking, and making things, such as Santa's chimneys and pop-up Christmas cards. Staff extend children's learning through play very well, for example, when children start to spontaneously count and add the bricks randomly in the game they are playing, staff help children to add correctly and in context.

Termly meetings with children to talk about what they enjoy and what they would like to do is fed into the planning. Staff then devise planning ideas, which also incorporate ideas from parents. This shows that planning is effective in helping children to learn and sustain their interests and that children and parents play an active part in the life of the setting. Planning involves time for children to build on their computer skills as they have access to the club laptop and enjoy daily usage as they play on popular appropriate games. Children are learning about multicultural Britain as they celebrate various festivals, such as Diwali. They have use of toys and resources to fully promote their understanding of diversity. Children confidently and eagerly express what they like about their club; they like the fact they can ask for anything they want, choose the activities to participate in and they enjoy their treat nights of watching films and eating ice cream. The staff team are committed to providing children with good quality care and learning. Above all, children are having fun as they participate in a range of exciting activities with their friends after school.

The contribution of the early years provision to the well-being of children

The manager is one of the key persons for the children in the early years age range. Along with other staff, she helps children to settle well, to feel secure and develop a sense of belonging. As a result, children develop good emotional attachments. Children confidently share concerns with staff. Consistent routines are established and children are encouraged to manage their own personal needs. For example, children tell staff that they are going to the bathroom and independently go. Children are competent at managing their personal needs relative to their ages. They are well prepared for their future learning experiences. Children's behaviour is good and shows that they feel safe in the setting. Inclusive practice helps to ensure that all children feel welcome and valued. They are encouraged to talk about and recognise their own needs and those of others. They are involved in agreeing the club's rules and they are kind and caring towards their friends. This supports their feeling of safety within the club. Staff demonstrate that children are valued and respected. For example, by praising their artwork and displaying this carefully.

Staff are good role models enthusiastically helping children to engage well in completing jigsaw puzzles. Children have strong relationships with staff and confidently ask questions as they play. Children predict what might happen next as they push a button on a toy. Staff help them to explain how they know that it would make the balls roll down the chute. The environment is stimulating, providing a wide range of experiences that develop children's growing independence. Practitioners place a high priority on children's safety. Children are learning to keep themselves safe as they practise the fire evacuation

procedure. They learn about road safety and stranger danger when they go on outings. Children are gaining a good understanding of risk as they balance and climb in the playground. The area enables children to try new activities and to judge risks for themselves and learn about their own safety.

Children are developing a good understanding of why it is important to lead healthy lifestyles. They also enjoy physical activities, such as football and skipping. This means that children increase and challenge their physical skills. Staff prepare healthy snacks and follow food hygiene routines and guidelines to promote children's well-being. Snack time is an enjoyable and sociable time when children take responsibility to help to set up the snack table. The club is well resourced both in and outdoors to support children's all-round development. Both boys and girls are equally encouraged to participate in a wide range of activities to build on their current knowledge and skills. Staff make sure there is time to talk about and reflect upon the children's day in school. This also provides a platform to discuss their feelings and any concerns. The key worker system works well in this small, friendly group and the children are generally linked to the person that they naturally bond with. All children settle in quickly and happily choose what they would like to do. Initially staff spend time playing with the children and chatting to them to find out what they enjoy. They begin to make some assessment of this during the first few weeks that children attend. This ensures that children form comfortable relationships, which helps them feel safe and secure.

The effectiveness of the leadership and management of the early years provision

The manager is very organised and therefore, the club is effectively led and managed. Staff have a good knowledge and understanding of safeguarding procedures and how to protect children. There are effective vetting and recruitment procedures that ensure all persons employed are suitable to work with children. Good systems are in place to keep children safe. The premises are secure and visitors are required to sign the visitor's book to further safeguard the children. In addition, children are supervised well both in and outdoors. The group is part of an organisation that operates under the same provider, therefore, the staff working within it receive plenty of support from the director. Regular monthly audits and unannounced spot checks by the director ensure that the group and staff are closely monitored. This covers everything to do with the practice in the setting and where possible, discussions with parents and the head teacher to check that everything is working well within the group. The manager monitors staff performance through regular meetings, supervisions and the appraisal system. Staff have opportunities to develop their knowledge and skills through attending training courses. A training matrix is in place which will highlight any training that is due to be renewed and staff are also able to discuss any training needs at any time. The organisation has a strong commitment to helping staff develop as all staff follow a training programme to ensure they reach at least a level 3 qualification in childcare.

Clear policies and procedures, risk assessments and documentation underpin practice very well and help to keep children safe. The notice board means that parents are well informed and initial discussions with parents ensure that a two-way flow of information is

exchanged effectively. The management has started to undertake self-evaluation. However, they have not included the parents and children as part of their self-evaluation process. Staff are available to discuss a child's day and the progress they are making with the parents. Daily discussions, yearly parents' evening and newsletters keep parents informed about their children's learning and development. In discussion with parents during the inspection, comments indicate that they are very happy with the service their children receive. They notice their children becoming more confident and full of self-esteem. Children also state that they enjoy coming to the club, playing with the toys and joining in the exciting activities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY448521
Local authority	Derbyshire
Inspection number	801235
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	21
Name of provider	Playdays Ltd
Date of previous inspection	Not applicable
Telephone number	01298767505

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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